DOCUMENT RESUME

ED 051 010 SO 001 185

TITLE	A Curriculum Guide in Elementary Social Studies: Man in the Family. Grade One.
INSTITUTION	Howard County Board of Education, Clarksville, Md.
PUB DATE	70
NOTE	154p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Affective Objectives, Cognitive Objectives, *Concept Teaching, *Cross Cultural Studies, Cultural Environment, *Curriculum Guides, Deductive Methods, Elementary Grades, *Family (Sociological Unit), Family Role, Family Structure, Grade 1, Human Relations Units, Inductive Methods, Interdisciplinary Approach, Resource Guides, *Social Studies Units, Teaching Techniques, Values
IDENTIFIERS	Africa, Mexico, *Values Education

ABSTRACT

This social studies curriculum guide, part of a K-12 sequential program designed around the concept of Man, is for teachers of grade one. Man in the Family is the theme at this level of instruction and the course centers on family living and the family as a basic social unit, in comparison with, and contrast to the way families in other regions of the world live. Specific objectives for grade one are outlined in the guide and three main units of study are presented: 1) The Role Individuals Assume Within the Family; 2) Interdependence of Family Members; and, 3) Cooperation of Family Members. Cultures of Mexico and Africa are those selected for comparative study, as well as optional study of American Indian culture. Each of the three major units is introduced by an explanation of concepts to be developed, a list of objectives, and an outline of curriculum content. Teaching strategies for each concept are suggested, such as discussion questions, student activities, interdisciplinary projects, and games. References to instructional materials are given for specific basic textbooks, supplementary textbooks, related teaching guides, library books, films, filmstrips. Additional teaching techniques are presented in the section "Variants in Strategies and Content." Evaluation questions and activities accompany each concept to be taught. Related documents are: SO 001 186 through SO 001 189. (Author/JSB)

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A CURRICULUM GUIDE

IN

ELEMENTARY SOCIAL STUDIES

GRADE ONE

THEME: MAN IN THE FAMILY

SD 001 185

HOWARD COUNTY PUBLIC SCHOOLS

CLARKSVILLE, MARYLAND

M. THOMAS GOEDEKE, SUPERINTENDENT

1970

SOCIAL STUDIES WORKSHOP PARTICIPANTS

Consultant
Dr. E. G. Campbell, Professor of Education, University of Maryland

The following elementary teachers participated in the formulation of the Social Studies Design -12 during the 1969 summer workshop.

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Denalyn L. Dorn	-	Rockland	Edith B. Rowe	-	Scaggsville
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Florine D. James	-	Ellicott City	Lorretto J. Taggart	-	St. John's Lane

The following elementary teachers formed the writing teams for the development of the units during ne 1970 workshop.

GRADE ONE

Miss Marie C. Proctor - St. John's Lane
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GRADE THREE

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GRADE FOUR

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FOREWORD

The Social Studies portion of the school curriculum is concerned with the most complex and stress oriented aspects of the human situation. This situation has become more accelerated in recent years to the extent that existing curricula do not always respond to current problems nor are they supported by valid data for effective responses. In consideration of this urgent need and obvious challenge, the Board of Education of Howard County requested a total revision of the Social Studies program. In response to this, the elementary Social Studies Committee developed a curriculum design and incorporated appropriate instructional units.

These units were organized on a conceptual basis with "A Study of Man" as the central conceptual theme. Supportive data and processes are coordinated from history, the social sciences and the humanities in the development of the units for grades one through five. The kindergarten program has been outlined, but units were not developed at this time.

This program was developed by a group of elementary teachers in a series of summer workshops from 1968-1970, under the leadership of Miss Wilhelmina Oldfield, Supervisor of Elementary Schools. Consultant to the workshops was Dr. E. G. Campbell, Professor of Education, University of Maryland.

Mary R. Hovet
Director of Instruction

ELEMENTARY SOCIAL STUDIES PROGRAM

GRADES K - V

Kindergarten

Theme: Man and His Immediate Environment

I. The School
II. Community Helpers
III. Health and Safety

Additional or Optional Units

IV. Animals
  A. Animals of the Farm
  B. Animals of the Zoo
V. Holidays

Grade I

Theme: Man In the Family

I. Role Individuals Assume Within the Family
II. Interdependence of Family Members
III. Cooperation of Family Members

Grade II

Theme: Man In the Community

I. People Create Communities
II. The Community and Its Natural Resources
III. Comparison of Communities Around the World

Grade III

Theme: Man and His Institutions

I. Government as an Institution
II. Transportation and Communication
III. Urbanization and Industrialization

Additional or Optional Unit

IV. Education as an Institution

Y SOCIAL STUDIES PROGRAM

GRADES K - V

rade II

Man In the Community

eople Create Communities
he Community and Its
atural Resources
omparison of Communities
round the World

rade III

Man and His Institutions

overnment as an Institution
ransportation and Communication
rbanization and Industrialization

nal or Optional Unit

ducation as an Institution

Grade IV

Theme: Man In His Regional Environment

I. The Cultural Heritage of Maryland
II. Maryland as a Geographic Region
III. Maryland's Economy In a National and World Setting
IV. Map and Globe Skills

Grade V

Theme: Man In a Changing Society

I. A Nation Evolves from Immigration
II. A Nation Emerges Through Conflicts to a World Power
III. Man and His Government

Additional or Optional Unit

IV. Scarcity In a Land of Abundance

RATIONALE

Man's knowledge in the past few decades has increased at an explosive rate. Because of this increasing knowledge, our students must be educated to deal with new facts and conditions. Students must learn to cope with the problems brought about by rapid technological change and increased urbanization. Therefore, students must be assisted to acquire the knowledge, value perspectives, and skills needed to meet the challenge of the complexities of modern life.

Inquiry through the Social Studies is one way to meet the problems of the future. We are of the opinion that the Social Studies are a major way by which we help the student to better understand himself and his social environment, and to use this understanding to relate in a meaningful way to present and future conditions. The ultimate goal of Social Studies is to develop a person who can think, behave, and function as a rational human being and responsible citizen. In order to reach this goal, we utilize data abstracted from the Social Science disciplines of history, political

science, sociology, geography, psychology, anthropology, and economics together with the humanities such as literature, art, and music. Through specific technique and by implication, the Social Studies program will be closely interrelated with the total school curriculum.

In order to fulfill the suggested purposes basic to an adequate Social Studies program for Howard County an articulated K-12 program was developed. This Social Studies design is logically arranged in a K-12 sequence, built around the idea of Man as the central theme. Each year the student is exposed to concepts which act as organizers for the year's study. This conceptual design allows for a great deal of flexibility on the part of the teacher who can utilize a great range of historical and social science data in order to support the conceptual structure. By design this arrangement of concepts allows for a coordinated perspective with which to view the study of man through the elementary and secondary school. The emphasis is no longer on content as an end in itself, but on procedures by which students utilize content as a means to an end.

Through effective instructional procedures, we seek to provide our students with methods and techniques that will help them use key understandings in adapting to modern cultural, social, and scientific developments. With the variety of material and resources presented in this guide, the teacher should be able to adapt programs to the range of ability levels in any given classroom. It is suggested that through the use of this guide each child will be offered the means to develop his potential abilities to the fullest.

Teachers are urged to read and keep abreast of current developments in the Social Studies. It is anticipated that teachers will use their own ideas and techniques in adapting this program to their individual situation.

No curriculum guide is ever final. It is suggested that teachers make marginal notes indicating weaknesses and strengths of the units and evaluate them on the form provided. Teachers are urged to share any original material or ideas they have used.

GENERAL OBJECTIVES

(K-12)

The student will demonstrate competencies at all levels of the cognitive, affective, and psycho-motor domains as he engages in the processes of inquiry peculiar to the social studies.

The student through reflective thinking will utilize logical processes of the scientific method by engaging in inductive and deductive thinking.

The student will know the processes and procedures of his immediate, local, state, national, international, and world institutions. He will be able to participate in his society which may promote social change.

The student will receive information about other cultures. After comprehending and synthesizing this information, he will organize, evaluate, and characterize the individuality of these cultures as well as the reciprocal contributions cultures have made to the development of civilization.

The student will respond to, analyze, and evaluate his relationship to and needs from the physical environment.

The student will be encouraged to realize his individuality and role so that he may function with efficiency and direction within the framework of social institutions.

The student will comprehend and value the contributions to his own culture of various racial and ethnic groups.

The student will critically examine the attitudes and judgments which have been expressed about racial and ethnic groups and be able to separate myth from reality.

The student will comprehend, value, and analyze the characteristics of the American Way of Life as a unique expression of institutions and cultures to gain an understanding of the complexities of contemporary society.

GRADE ONE

THEME: MAN IN THE FAMILY

CONTENTS

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	Explanation of Unit II	
	Objectives for Unit II	
	Outline of Content for Unit II	
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	Explanation of Unit III	
	Objectives for Unit III	
	Outline of Content for Unit III	

THEME: MAN IN THE FAMILY

EXPLANATION

Over the course of the year, we will study the particular character of family living and the family as a basic social unit - in comparison with, and contrast to, the way families in other regions of the world live. We want to show how all families are more alike than different. Therefore, each Unit will place emphasis on our families and also on families in other regions of the world.

ROLES INDIVIDUALS ASSUME WITHIN THE FAMILY

EXPLANATION

To have a satisfactory home, the members of a family must learn to fulfill their roles in relation to all other members of the home. Although homes differ, the responsibilities are similar. A particular role may have to be assumed by others in the family, under changing conditions. This unit also relates the family and family role considerations to selected families in other areas of the world.

Grade 1 Unit I - Roles Individuals Assume Within the Family

OBJECTIVES

1. The student will accept the merits of different ways of earning a living. Example: Mothers work, but take good care of their children.
2. The student will recognize and construct simple generalizations. Example: Every job is someone's responsibility.
3. The student will demonstrate sensitivity to feelings and thoughts of others. Example: Relations with a new baby.
4. The student will recognize some of his own values and relate to the values of others. Example: Assumes responsibility for a task at school or at home.
5. The student will recognize that people must adapt to changing circumstances. Example: Changes in the family.

OUTLINE FOR UNIT I

ROLES INDIVIDUALS ASSUME WITHIN THE FAMILY

A. Role of Family Members

B. Role of the Father

1. as "head of the family"
2. as a provided
3. as a companion

C. Role of the Mother

1. at home
2. outside the home
3. changing role of the mother

D. Role of Children

1. child as family member
2. as role changes

E. Role of Other Family Members

1. new babies
2. grandparents and others

    a. join the family
    b. leave the family

F. Role of Family Members in Other Cultures: African Family, Alaskan Eskimo Family, Italian Farm Family

Emphasis upon African, Alaskan and Italian cultures are included on a comparative basis throughout the unit

CONCEPT-ORIENTED SUB-TITLE	TEACHI
Unit I - Roles Individuals Assume Within the Family	Suggested approach to ope
A. Role of Family Members	"variants in Strategies"

Ask these questions:

1. What is a family?
   Read Family Studies
2. Who are the members o
   (a) two parent home, c
   children with fami
   foster home.
3. How does the size of y
   with that of others?
4. What other people coul
   (a) Grandparents
   (b) Foster homes
   (c) Boarders

Teach Family Studies, pp.

Draw pictures of your fami

Make a chart story of your

Read the book - "A House fo

ssume Within The Family

ithin the

TEACHING STRATEGIES

Suggested approach to open the unit. (See column "variants in Strategies" for other ideas.)

Ask these questions:

1. What is a family?
   Read Family Studies p. 7
2. Who are the members of your family?
   (a) two parent home, one parent home, children with family, children in foster home.
3. How does the size of your family compare with that of others?
4. What other people could be living in your home?
   (a) Grandparents
   (b) Foster homes
   (c) Boarders

Teach Family Studies, pp. 8,9

Draw pictures of your family.

Make a chart story of your family.

Read the book - "A House for Everyone"

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Miles -- A House for Everyone Buckley -- Grandfather and I Buckley -- Grandmother and I SRA -- Our Working World-Families at Work (Consists of records, teachers book Children's text and activity books) NOTE: The SRA Series may be used throughout this unit, whenever indicated in the column "Teaching Strategies."	Show a film strip of "family" Make a continuing booklet of the family for the total unit. Make faces of family members on paper plates.
Benefic - How Families Live Together Members P27-45 Differences P47, 30, 35, 36	Teach SRA Our Working World, Lesson I, "Families at Work" Do SRA Activity Book Lesson I "Families at Work" *See Note last page of unit.
Film: Italian Farm Family Available County Office #F1734	Make a puppet family to use in creative play. Show film Italian Farm Family 11 min. color (Scope:) (Day in Life of typical farm families. Excellent in roles of members).
Filmstrip - Hawaii Available County Office #FS 57	Show filmstrip Hawaii (People and their way of life)
Filmstrip - Hawaii Available County Office #FS 37	
Schools, Families, Neighborhoods Multimedia Readiness Program Grossman, and Michaelis Field Educational Publications, Inc.1969 *See "Note" on last page of Unit.	Teach Schools, Families, Neighborhoods Print 28 Lesson 21 Families Include Many Members.
Learning About the World Allyn and Bacon Teachers Guide Teachers Kit *See "Note" on last page of Unit.	Show pictures of family groups Kit Figures 43 - 45 Make cut outs of all size and ages of family members for flannel board. Children arrange to represent their own family.
Filmstrip: The Family at Home Jam Handy	Show the filmstrip The Family at Home

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Show a film strip of "family"	Did they participate in discussion of family members?
Make a continuing booklet of the family for the total unit.	
Make faces of family members on paper plates.	
Teach SRA Our Working World, Lesson I, "Families at Work"	
Do SRA Activity Book Lesson I "Families at Work" *See Note last page of unit.	Did the "creative play" show understanding of family.
Make a puppet family to use in creative play.	
Show film Italian Farm Family 11 min. color (Scope:) (Day in Life of typical farm families. Excellent in roles of members).	Did their pictures show all family members?
Show filmstrip Hawaii (People and their way of life)	
Teach Schools, Families, Neighborhoods Print 28 Lesson 21 Families Include Many Members.	Can the children relate their experiences to the ones in the picture?
Show pictures of family groups Kit Figures 43 - 45	Can children tell differences in size and composition of families?
Make cut outs of all size and ages of family members for flannel board. Children arrange to represent their own family.	
Show the filmstrip The Family at Home	Draw a picture to show how a member of the family made the family happy.

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Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Role of the Father 1. as "head of the family."	Ask the question. Why do families need someone Discuss the role of the perso these areas: Makes decisions Makes and approves plans Acts in emergencies Role of provider Role of companion Discuss the custom of the fath Display pictures of father per classify each picture under th Discuss how people in other re together. Show filmstrips The Caribou Es The Modern Esk
2. as a provider	Opener Sing to the tune of "Did you Did you ever see my father, A carpenter is he. (etc.) Child in the center of circle and pantomimes his father's wo imitate. Ask this question: 1. Why do fathers (or heads

TEACHING STRATEGIES

Ask the question.
Why do families need someone as "head of the family"?
Discuss the role of the person in authority, stressing these areas:

Makes decisions
Makes and approves plans
Acts in emergencies
Role of provider
Role of companion

Discuss the custom of the father as "head of the family".

Display pictures of father performing some activity and classify each picture under the appropriate role.

Discuss how people in other regions of the world live together.

Show filmstrips The Caribou Eskimo (primitive)
The Modern Eskimo

Opener

Sing to the tune of "Did you Ever See a Lassie"

Did you ever see my father, my father, my father?
A carpenter is he. (etc.)

Child in the center of circle names the occupation and pantomimes his father's work for the group to imitate.

Ask this question:
1. Why do fathers (or heads) of families work?

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Silver Burdett - Families and Their Needs Chap. I - Pictures of our families and far-away families SRA - Families at Work	Provide opportunity for discussion of families that have a different arrangement. Develop with the children a summarizing chart of different family patterns. Teach SRA Lessons III Families are Different XI Long, Long Ago
Wann & Sheehy - Learning About Our Families Chap. III - P. 35-45 French Family Chap. V - P. 65-82 Indian Family	Show filmstrip: (Eskimos: Their Land and People) (people and their ways of life)
Filmstrips The Caribou Eskimo FS 109 - Available in County Office The Modern Eskimo FS 110 Eskimos, Their Land and People FS 61	
Song: Did you Ever See a Lassie:	Substitute brother, uncle, or father as desired
Set of flash cards of parents' occupations.	For the set of flash cards of occupations, each child could find and paste on a magazine picture of the father's work.

	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ir	Provide opportunity for discussion of families that have a different arrangement. Develop with the children a summarizing chart of different family patterns.	Can the child identify the role of the father from short descriptive situations given by the teacher? i.e. David came home from school and found that Daddy had a half-day from work. "Oh, good," said David, "Now we can play ball." (Role of Companion)
ies	Teach SRA Lessons	
Families	III Families are Different XI Long, Long Ago	Can the children complete the lessons in the Activity Book.
	Show filmstrip: (Eskimos: Their Land and People) (people and their ways of life)	Did the children indicate the correct roles as demonstrated in the picture display? Did they participate in composing the summarizing chart of family patterns?
	Substitute brother, uncle, or father as desired	Can the child pantomime the occupations of other children's fathers?
	For the set of flash cards of occupations, each child could find and paste on a magazine picture of the father's work.	

Grade 1 Unit I - **Roles Individuals Assume Within the Family**

CONCEPT-ORIENTED SUB-TITLE

B. Role of the Father
   2. as a provider (continued)

Through discussion the
out these points:

to provide basic
to provide for rec
to provide for edu

2. What work do fathe

Make a list of occ

Ask the class this qu

1. How do we get the

Through sharing id
principle of scarc

On paper make pict
other side the thi

TEACHING STRATEGIES

Through discussion the students will probably bring out these points:

to provide basic needs: food, clothing, shelter
to provide for recreation
to provide for education

2. What work do fathers do?

Make a list of occupations.

Ask the class this question:

1. How do we get the things we need and the things we want?

Through sharing ideas the children will realize principle of scarcity.

On paper make pictures of things you need and on other side the things you want.

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN S AND CONT
Noble and Noble - Everyday Economics, Kit One Magazines for cutting pictures. Art paper for children to draw on. Poems: Choosing	Teach Noble and Noble "Everyday Economics" Les Do the worksheets 1.1 and Compare with occupations of other regions: i.e. E Make a class book with e having a page to show hi work. (magazine pictures) Make a tabulation chart s various kinds of work fat (To be an ongoing activit
Benefic - How People Earn and Use Money Two Pesos for [redacted] Catalina	Father / Moth Carpenter I Doctor. III How does your father's wo other people as producer consumer.
SRA Our Working World Families at Work Noble and Noble Everyday Economics, Kit One Learning About the World Allyn and Bacon	Teach SRA "Our Working Wo Lessons II & IV Teach Noble and Noble - "Everyday Economics" Lessons III & IV Do work sheets 1.3 and 1. Unit Four - "Learning How Family Buys Goods and Ser is excellent.

MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
re es. ow on.	Teach Noble and Noble "Everyday Economics" Lesson I and II Do the worksheets 1.1 and 1.2 Compare with occupations of fathers of other regions: i.e. Eskimos. Make a class book with each child having a page to show his father's work. (magazine pictures) Make a tabulation chart showing various kinds of work father does. (To be an ongoing activity.)	Did the children do the work sheets correctly? Could the children contribute the list of occupations? Did the children find their own pictures for the class book?
d Use alina	Father Mother Carpenter I Doctor III How does your father's work help other people as producer or consumer.	
	Teach SRA "Our Working World" Lessons II & IV Teach Noble and Noble - "Everyday Economics" Lessons III & IV Do work sheets 1.3 and 1.4 Unit Four - "Learning How My Family Buys Goods and Services", is excellent.	Were the children able to complete the pages of the SRA Activity Book? (Use this evaluation whenever this series is used.) Did the children correctly indicate needs and wants on the work sheet?

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CONCEPT-ORIENTED SUB-TITLE	TEACHIN
B. Role of the Father 2. as a provider (continued)	
3. as a companion	Ask this question: "How does father h Through discussion bring out these po plays with us takes us on t takes us to b gives us mone Draw pictures of w

TEACHING STRATEGIES

Ask this question:

"How does father help us have fun?"

Through discussion the students will probably bring out these points:

plays with us
takes us on trips or camping
takes us to ball games
gives us money

Draw pictures of ways we have fun with father.

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
	Make a set of flash cards with pictures and name of occupation on each. Let pupils select a card and answer questions orally: What do you do? What is your work called? How does your work help people?
Benefic - How Families Live Together P. 14-24 Fun	Look at Filmstrips Ask the class this question: "What do we do when father comes home from work?"
(Little Owl) Daddy is Home Series Holt, Rinehart & Winston	From the discussion, the following ideas will probably evolve: be quiet while he reads help him with work discuss plans play with him

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Make a set of flash cards with pictures and name of occupation on each. Let pupils select a card and answer questions orally: What do you do? What is your work called? How does your work help people?	Were the children able to discuss an occupation in the flash card game?
Look at Filmstrips Ask the class this question: "What do we do when father comes home from work?"	Oral game: Have the class look at pictures of things children might need or want. Then orally complete these sentences: "First we buy_____. If there is any more money we _____".
From the discussion, the following ideas will probably evolve: be quiet while he reads help him with work discuss plans play with him	Make pictures of ways in which father has fun with the family. Role Playing: Father comes home very tired. Tom would like to wrestle with him, but_____.

Grade 1 Unit I - Roles Individuals Assume Within the Family

CONCEPT-ORIENTED SUB-TITLE	TEACHIN
C. Role of the Mother	Opener
1. at home	Ask the class to draw picture mothers do. Children will show their pict work is. Cut out magazine pictures of mothers do. Label the pictur Make class bulletin board usi Bring out the role of the mot a. Housekeeper (cleanin b. Nurse when we are sic c. Shopper when we need
2. Outside the home	Ask this question: "How do mo to work h List the types of work mother

TLE

TEACHING STRATEGIES

Opener

Ask the class to draw pictures of kinds of work their mothers do.

Children will show their picture and describe what the work is.

Cut out magazine pictures of various kinds of work mothers do. Label the pictures.

Make class bulletin board using the labeled pictures.

Bring out the role of the mother as:

a. Housekeeper (cleaning, washing, ironing, etc.
b. Nurse when we are sick.
c. Shopper when we need food, etc.

Ask this question: "How do mothers who leave the house to work help us?"

List the types of work mothers do outside the home.

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Clark, Ann N. - In My Mother's House	Make a page of their family booklet showing work mother does.
Carton, Lonnie - Mommies	Tell a story about what happened at home the day mother was sick. Describe how the home was different. (Alternations: when mother was away, when mother goes out to work.)
Zolotow, Charlotte - The Quiet Mother and the Noisy Little Boy	
Film: Families and Learning Available County Office #F 178+	Show Film: Families and Learning 10 min. color (sharing; give and take of family life)
Flack "Ask Mr. Bear"	Read: Ask Mr. Bear
Merriam, Eve - Mommies at Work	
Redlauer, Ruth - About Women Who Work	Add to tabulation chart of occupations the various kinds of work mother does.
	Make up riddles about work of the family: I clean the house. I sew for the family. Who am I? (mother) I hammer nails. I work on roofs. Who am I? (father or carpenter)

...LS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
...House	Make a page of their family booklet showing work mother does.	Were the children able to give a reasonable explanation of their pictures of mother's work.
...Mother and	Tell a story about what happened at home the day mother was sick. Describe how the home was different. (Alternations: when mother was away, when mother goes out to work.)	Did the children find a picture of mother's work? In labeling, did each child contribute to the discussion?
		Have each child make a picture showing work mother does for the family. (for individual family book.)
	Show Film: Families and Learning 10 min. color (sharing; give and take of family life)	
	Read: Ask Mr. Bear	Make or find pictures for a new section of the bulletin board. Title: Other Work Our Mothers Do
...o Work	Add to tabulation chart of occupations the various kinds of work mother does.	
	Make up riddles about work of the family: I clean the house. I sew for the family. Who am I? (mother) I hammer nails. I work on roofs. Who am I? (father or carpenter)	

CONCEPT-ORIENTED SUB-TITLE	TEAC
C. Role of the Mother (continued) 3. changing role of the mother	Do mothers everywhere do Did mothers always work? Look at pictures listed u
D. Role of Children 1. child as family member	Opener Ask the children to draw "What happened this mor Have the children tell ab The purpose is to asso experiences children h and getting ready to c Organize their remarks by 1. "What different wa Mother called m The baby woke m I got up myself 2. "What different wa Father got brea Got it myself. Sister and I fi Mother fixed it

Assume Within the Family

TEACHING STRATEGIES

Do mothers everywhere do the same kind of work?

Did mothers always work?

Look at pictures listed under "Content"

Opener

Ask the children to draw a picture about:
"What happened this morning at home?"

Have the children tell about their drawing.

The purpose is to assess the variety of experiences children have in getting up and getting ready to come to school.

Organize their remarks by questiong as:

1. "What different ways did we waken?"

   Mother called me.
   The baby woke me.
   I got up myself.

2. "What different ways did we get breakfast?"

   Father got breakfast.
   Got it myself.
   Sister and I fixed it.
   Mother fixed it.

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Silver Burdett - Families and Their Needs P. 36-46 Primitive Mothers, P. 81-85 Pioneer Mothers	
Film #178 People are Alike and Different Available from County Office	Show film "People are Alike and Different"
	NOTE: Generalizing Children can make the generalization that responsibilities differ from family to family. Every job is important for the child to develop the skill of generalizing and to apply it to the new events and to be able to predict outcomes of situations. Here is an example of how to develop generalizations through questions: "Do we all help with the cleaning at home?" "Do we all have the same jobs?" "Is this true of our Mothers and Fathers, too?"
Benefic - You are Here	Read: You are Here pp. 17-19 (children as helpers)
SRA Our Working World - Families at Work	Teach SRA Our Working World, Part II, Lesson 3, "Families are Different" Do SRA Activity Book, Part II, Lesson 3, "Families are Different"

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	Can the children contribute to a class discussion of work mothers have always done? 1. provide food 2. make clothing 3. help plant garden
rent ce Show film "People are Alike and Different"	Have children make booklet "Three Needs of People" by making simple pictures of home, food, clothing. American house Eskimo igloo or tent African or Mexican adobe
NOTE: Generalizing Children can make the generalization that responsibilities differ from family to family. Every job is important for the child to develop the skill of generalizing and to apply it to the new events and to be able to predict outcomes of situations. Here is an example of how to develop generalizations through questions: "Do we all help with the cleaning at home?" "Do we all have the same jobs?" "Is this true of our Mothers and Fathers, too?"	With puppets play a job. Have children guess what it is. Have children cut pictures of food they can fix themselves at breakfast, lunch or snack time. Try to have children realize whether or not these are good meals.
Read: You are Here pp. 17-19 (children as helpers) Teach SRA Our Working World, Part II, Lesson 3, "Families are Different" Do SRA Activity Book, Part II, Lesson 3, "Families are Different"	

CONCEPT-ORIENTED SUB-TITLE

D. Role of Children (continued)
   1. child as family member (continued)

List with the ch
to be done and w

Use the tabulati
work.
(See Variants
previous page.

Play record "My

TEACHING STRATEGIES

inued)

List with the children jobs around the house that need to be done and with which they could help.

Use the tabulation chart on father's and mother's work.
(See Variants in Strategies, Generalizing on previous page.)

Play record "My Family and I"

CONTENT & MATERIALS	VARIANTS IN STRATEGI AND CONTENT
Beim, J. - Jay's Big Job	"Now see if you can tell me ho to end this sentence: "M st of the time when there i a job to be done at home,____ (a) (One of us has the respo bility to do it.) (b) (But someone else may d
Beim, J. - Tim and the Tool Chest	Read Jay's Big Job, Beim, Jerr Plans to help can sometimes wrong.
Krasilovsky, P. - The Very Little Girl	Read The Man Who Didn't Wash H Dishes
Krasilovsky, P. - The Man Who Didn't Wash His Dishes	Children can see how sometimes people can't do all their jobs.
Zolotow, C. - The Night When Mother Was Away	Have the children make a pictu for their booklet "How I Help at Home"
Singer SVE "Innovation Records" My Family and I Record IR 102	

ERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	"Now see if you can tell me how to end this sentence: "Most of the time when there is a job to be done at home,_____ (a) (One of us has the responsibility to do it.) (b) (But someone else may do it.)	Have children cut pictures of work at home with which they can help. Give an oral statement about it.
l Chest Little Girl Who Didn't Wash es n Mother Was rds" d IR 102	Read Jay's Big Job, Beim, Jerrold. Plans to help can sometimes go wrong. Read The Man Who Didn't Wash His Dishes Children can see how sometimes people can't do all their jobs. Have the children make a picture for their booklet "How I Help at Home"	After listening to the book: Time and the Tool Chest The Very Little Girl were the children able to give orally some of the responsibilities of the children? Did the children participate in the activities of the record?

CONCEPT-ORIENTED SUB-TITLE	TE
D. Role of Children (continued) 2. as role changes	Ask this question: "When your parents l happens?" As children relate the rules of safety, court ponsibility, etc. Develop a chart "Thing should be what they th about home and respons Examples: Everybody Ask the questions: "Is there a spot at How do you share it Have the children tell see the relationship b of the house. "Do all big families Show film Noisy Nancy (Scope: Respect ri Listen to poem "Growin "An Indian Legend Abou Discuss questions in t on what is right and w

Individuals Assume within the Family

TITLE

TEACHING STRATEGIES

Ask this question:

"When your parents leave you alone at home what happens?"

As children relate their experiences, stress family rules of safety, courtesy, obedience, sharing, responsibility, etc.

Develop a chart "Things to Remember". The items should be what they think is important to remember about home and responsibilities in the home.

Examples: Everybody helps with jobs.

Ask the questions:

"Is there a spot at home you share with others? How do you share it?"

Have the children tell how they share and note if they see the relationship between size of family and size of the house.

"Do all big families have big houses?"

Show film Noisy Nancy Norris, 11 min. color
(Scope: Respect rights of others.)

Listen to poem "Growing Up" p. 177 and
"An Indian Legend About Truth"
Discuss questions in the book, pp. 178-179
on what is right and what is wrong.

CONTENT & MATERIALS	VARIANTS IN STRATEGI AND CONTENT
	Draw: "How I Got Into Trouble." Children tell about their pictur Note area most mentioned, e.g., violations of safety, quarrels, lessness, disputes over T.V.
	Refer to above pictures: Lead children to generalize about how the trouble could have been pre- vented, and how it can be settle
	Give children opportunity for role playing, around the idea of sharing. Use unfinished stor situations, e.g.
Film: Noisy Nancy Norris #F 180+ (available in County Office)	Mary and her friend, Nancy, had been playing teaparty. They wer hungry, so mother said, "See if there are cookies in the cookie jar. Mary, Nancy, and Mary's li sister, Susan, went into the kit Mary looked in the jar. There w two cookies left so_____
Minarik, E. No Fighting, No Biting	Read: No Fighting, No Biting
Learning About the World Allyn and Bacon 1970 Teacher's Guide pp 176-18	Role Playing. A child telling t truth to an adult in a problem situation.

S	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	Draw: "How I Got Into Trouble." Children tell about their pictures. Note area most mentioned, e.g., violations of safety, quarrels, carelessness, disputes over T.V.	Dramatize the episodes in their pictures. Note children's attitude toward punishment; reasonable or unjust (generalizations)
	Refer to above pictures: Lead children to generalize about how the trouble could have been prevented, and how it can be settled.	Match pictures of jobs in the home with pictures or words indicating who performs the work. (Oral or written)
	Give children opportunity for role playing, around the idea of sharing. Use unfinished story situations, e.g.	
	Mary and her friend, Nancy, had been playing teaparty. They were hungry, so mother said, "See if there are cookies in the cookie jar. Mary, Nancy, and Mary's little sister, Susan, went into the kitchen. Mary looked in the jar. There were two cookies left so_____.	
	Read: No Fighting, No Biting	
	Role Playing. A child telling the truth to an adult in a problem situation.	Are the children able to use the appropriate words for telling the truth?

CONCEPT-ORIENTED SUB-TITLE	TEACH

E. Role of Other Family Members

1. New babies

Opener

Each child brings a pictur

Post and label each pictur
We Were Babies"

Ask these questions:

"Have any of you had a n
recently or know a new bab

"What did members of yo
for the new baby?"

Make a ditto with the sent
home. He will need these t

Have the children illustra

Ask these questions:

"How have you changed sinc
"Now that you are older ho
new baby:"

Tabulate the answers under

What Baby Needs	I

Have the children make gen
babies.

iduals Assume Within the Family

TITLE TEACHING STRATEGIES

Opener

Each child brings a picture of himself as a baby.

Post and label each picture under a heading "When We Were Babies"

Ask these questions:

"Have any of you had a new baby in your home recently or know a new baby?"

"What did members of your family do to get ready for the new baby?"

Make a ditto with the sentence -- "The baby comes home. He will need these things."

Have the children illustrate it.

Ask these questions:

"How have you changed since you were a baby?"
"Now that you are older how can you help with the new baby:"

Tabulate the answers under the headings:

What Baby Needs	It is Fun	It is Work

Have the children make generalizations about care of babies.

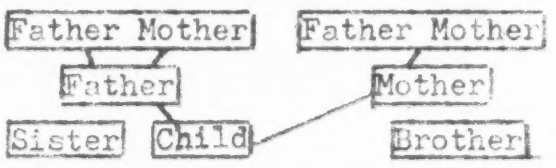
Grade 1 Unit 1

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Zolotow - Do you Know What I'll Do?	Show filmstrip The New Baby for opener or use it following the opener of Baby Pictures in Teach Strategies.
Filmstrip - "The New Baby" Jam Handy	
Schlein, Miriam - Laurie's New Brother	Read the book Laurie's New Brot
Guy, Anne - A Baby for Betsy	Ask a series of questions: What happened when the baby ca home? What did you do? (Ask many "What" questions). How did Laurie feel? How did Mother know about Laurie's feelings? How did Laurie change her feelings? Did you ever feel like that?
Wasson, Valentine - The Chosen Baby	Read a book about adopted babie
	Have children put baby picture a page for the booklet. Let ea child ask his mother to write o the page: Birthday_____ Weight_____ Length_____ Place_____
	Put the page into the Family Bo
	Read: The New Pet (a new baby- resultant changes in role and feelings.)

MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
What I'll Do? aby" r Betsy e Chosen Baby	Show filmstrip The New Baby for an opener or use it following the opener of Baby Pictures in Teaching Strategies. Read the book Laurie's New Brother Ask a series of questions: What happened when the baby came home? What did you do? (Ask many "What" questions). How did Laurie feel? How did Mother know about Laurie's feelings? How did Laurie change her feelings? Did you ever feel like that? Read a book about adopted babies. Have children put baby picture on a page for the booklet. Let each child ask his mother to write on the page: Birthday_____ Weight_____ Length_____ Place_____ Put the page into the Family Booklet Read: The New Pet (a new baby-resultant changes in role and feelings.)	Did children participate by bringing their picture, labeling and posting it? Did children's illustrations indicate understanding of baby's needs? Children pantomime the thing they like best to do for the baby.

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
Role of Other Family Members (continued) 1. New babies (continued)	Show Study Print 29 Teach Lesson 22
2. Grandparents and others a. join the family	Opener Read Little Bear's Visit. Note the things that Little Bear's grandparents do. Ask this question: "Who else besides babies sometimes comes to live with us and changes our family?" List grandparents. List people other than grandparents who come to live as a part of the family. Discuss with the children how these people have changed the role of the family members, e.g., sharing the bedroom seating at the table more or less spending money less of mother's time.

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Schools, Families, Neighborhoods Multi Media Readiness Program	Have a mother bring in her baby and talk about caring for it.
Minarik, Else Little Bear's Visit A Kiss For Little Bear	Show a picture of a Grandfather or Grandmother helping the family. Talk about whether he is visiting or living with the family. How does it change the family? Why is it good for the family?
Film: Families and History Available County Office #F 179+	Use the same procedures if people other than grandparents live with the family. Show film: Families and History 9 min. color-Excellent (Families last name and how they came to be.)

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Have a mother bring in her baby and talk about caring for it.	Have children make an oral statement telling how they feel about helping with a baby.
Show a picture of a Grandfather or Grandmother helping the family. Talk about whether he is visiting or living with the family. How does it change the family? Why is it good for the family? Use the same procedures if people other than grandparents live with the family.	Have each child make a family tree, using photographs. (magazine pictures could be use 
Show film: Families and History 9 min. color-Excellent (Families last name and how they came to be.)	Draw pictures to show: What I like, or What I do not like about sharing the home with others.

CONCEPT-ORIENTED SUB-TITLE	TEACHING
E. Role of Other Family Members (continued) 2. Grandparents and others b. leave the family	Opener Ask this question: "Has anyone in your f stay for a long time Have the children talk fr why, e.g., to go to in armed marriage, NOTE: At this point lead sometimes the numb gets fewer. Ask this question: "Did this make any chang Let the children tell som have to do extra jobs have more space to play Children make up three se changes in their family. a. sister got marrie b. Grandfather has c

SUB-TITLE	TEACHING STRATEGIES
ers (continued) rs	Opener Ask this question: "Has anyone in your family every gone away to stay for a long time?" Have the children talk freely about who left and why, e.g., to go to college in armed service marriage, etc. NOTE: At this point lead the children to see that sometimes the number of people at home gets fewer. Ask this question: "Did this make any change at home for you?" Let the children tell some changes, e.g., have to do extra jobs have more space to play in Children make up three sentence stories about changes in their family. a. sister got married b. Grandfather has come to live with us.

Grade 1 Unit I

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
If teacher feels it diplomatic to do so, read How Families Live Together P. 30, 35-36 about a family with no mother.	Children bring in and post pictures post cards, envelopes, or sourvenirs from the person who went away.
	Children fill in blanks on (Jane's) Family ditto sheets for concluding pages in the Family booklet.
	Show Booklet in another classroom. Children make covers for Family Book

NOTE: During the year for a culminating activity, as we go through the units, have pictures of families. This can be an ongoing center for the year. It will include be used to evaluate all children's contributions. The pictures can be regrouped un are appropriate. Example: Roles of individual members; customs expand it into fam of eating in different cultural groups. Other groupings may be made under such cat holidays, recreation and education. Use the collections as you want and to review.

ATERIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
natic to do e Together ly with no	Children bring in and post pictures post cards, envelopes, or sourvenirs from the person who went away.	Each child will dictate a story about the kind of family he would like best, regardless of his present family, e.g., why he would like grandfather to live with him Put this page in his booklet.
	Children fill in blanks on (Jane's) Family ditto sheets for concluding pages in the Family booklet.	Children read through their Family Booklet. Make an oral statement: e.g., I like my book because_____.
	Show Booklet in another classroom. Children make covers for Family Book	Did children make satisfactory covers?

or a culminating activity, as we go through the units, have the children collect
his can be an ongoing center for the year. It will include all children and can
children's contributions. The pictures can be regrouped under each unit as they
e: Roles of individual members; customs expand it into family activities as ways
ultural groups. Other groupings may be made under such categories as anniversaries,
education. Use the collections as you want and to review.

Jane's family

Here are Mr. and Mrs

They are my Moth

Father.

Here is my pict

I am a(girl) I am (six) y

old. I have (two) brot

I have (one) sister.

ane's family
re Mr. and Mrs. (Jones).
re my Mother and
Father.
is my picture.
irl) I am (six) years
ave (two) brothers.
e (one) sister.

Here are Mr. and
They are my grand
and grandm
They are (Mothers

My family (plays)
We have fun.

THESE STORIES MAY BE ADAPTED TO THE TEACHERS PLAN, USING SEVER

OR CHILDRENS ILLUSTRATIONS)

re Mr. and Mrs. (White)

re my grandfather

nd grandmother.

re (Mothers) parents.

mily (plays) together.

ve fun.

ADAPTED TO THE TEACHERS PLAN, USING SEVERAL PAGES WITH PHOTOS

NS ILLUSTRATIONS)

NOTE:

We suggest that teachers use the following Teacher's Guides for more film strips, films and records.

The Social Sciences, Level One
Harcourt, Brace and World 1970

Schools, Families, Neighborhoods
A Multimedia Readiness Program
Field Educational Publications, Inc. 1969

SRA Our Working World
Families at Work Resource Unit 1964

Learning About the World
Allyn and Bacon, Inc. 1970

Children in Other Lands
Educational Research Council of America
Allyn and Bacon, Inc. 1970

Our Country
Educational Research Council of America
Allyn and Bacon, Inc. 1970

Family Studies
Scott Foresman 1970

the following Teacher's Guides for more expanded list of children's books,

One
1970
oods
rogram
tions, Inc. 1969

e Unit 1964

70

ncil of America
970

ncil of America
1970

INTERDEPENDENCE OF FAMILY MEMBERS

EXPLANATION

In the course of this unit the concept of interdependence will be developed according to the form of family living. A fundamental consideration is that people live together in families; the head of the family usually provides the basic living needs of food, clothing and shelter so he needs assistance in caring for the home. The children are completely dependent on adults for all their needs. Not only are children dependent, but they are expected to assume responsible roles in the family. All over the world families have essentially the same role identifications and basic needs, which emphasize interdependence of their members.

OUTLINE FOR UNIT II

INTERDEPENDENCE OF FAMILY MEMBERS

A. Interdependence of Family Members

1. in obtaining food
2. in obtaining clothing
3. in obtaining shelter

B. Interdependence of Family Members - Other Cultures

1. African
2. Mexican
3. Indian

INTERDEPENDENCE OF FAMILY MEMBERS

OBJECTIVES

1. The student will be able to recognize the interdependence of family members through the identification of various role responsibilities of the members.

2. The student will be able to describe the cause and effect relationship derived from a specific example. Example: Child getting his own breakfast.

3. The student will, when given certain circumstances, come to a conclusion as to why a certain action was taken. (hypotheses) Example: Scarcity or preferences within the family.

4. The student will recognize simple generalizations. Example: People build houses from material most readily available.

5. The student will be able to provide accurate and detailed descriptions from pictures or information given. Example: Children in Africa or Mexico.

CONCEPT-ORIENTED SUB-TITLE	
A. Interdependence of Family Members	Suggested ap

Ask this que

1. Why does
the chil
shoes, a

Have eac
picture
the pict
group th
Money Fo

Ask this
things o
needed?
such as:
toys, va

terdependence of Family Members

NTED SUB-TITLE	TEACHING STRATEGIES
ce of Family	Suggested approach to open the unit. Ask this question: 1. Why does a family need money? List responses the children make, e.g., bread, milk, T.V., shoes, and bikes. Have each child find and cut out a magazine picture of one thing from the list. Discuss the pictures and plan with the children to group them under the heading <u>Families Need Money For-</u> Ask this question. Can we arrange these things on the basis of how much they are needed? Class will offer specific categories such as: food, clothing and shelter, fun, toys, vacations.

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	
	Use the pictures from the opener: discuss and have children decide which classification shows the most important things <u>for the family to have</u>.	Did clas head shel
	Make class stories about people in the family who work.	Did in t
	Have class draw pictures to show how the family members earn money.	Do p ways
	Display under heading <u>Ways We Earn Money</u>.	Did thei sist
<u>Billy's Friends</u> McIntire, Alta Follett, 1957	Read from book and discuss <u>Billy's Friends</u>, pp. 80-81.	
<u>How Families Live Together</u> Provus-Text	"Money for the Family" Can children help earn money for the family? Read <u>How Families Live Together</u>, pp. 21-22.	Could anyon money
<u>You Are Here</u> (Text) Sumford, McCall, Gue Benefic, 1967	<u>You Are Here</u>, pp. 21-22.	
SRA Series <u>Our Working World</u> <u>Families at Work</u>	Use SRA record Lesson 3 - <u>Families Are Different</u>, Text, p. 19-26. Activity Book, p. 12-14. Resource Unit, p. 32.37.	Could pictu famil

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Use the pictures from the opener: discuss and have children decide which classification shows the most important things for the family to have.	Did the children successfully classify the pictures under t headings food, clothing and shelter?
Make class stories about people in the family who work.	Did the stories reveal the wor in their families?
Have class draw pictures to show how the family members earn money.	Do pictures show a variety of ways to earn money?
Display under heading Ways We Earn Money.	Did children comment on how their older brothers and sisters help earn money?
Read from book and discuss Billy's Friends, pp. 80-81.	
"Money for the Family" Can children help earn money for the family? Read How Families Live Together, pp. 21-22.	Could some children tell about anyone in their family saving money?
You Are Here, pp. 21-22.	
Use SRA record Lesson 3 - Families Are Different, Text, p. 19-26.	Could the children, using pictures, retell how these families live differently?
Activity Book, p. 12-14.	
Resource Unit, p. 32.37.	

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
A. Interdependence of Family Members (Continued) 1. In obtaining food	Suggested opener: Show picture p. 34, <u>Families and Their Needs</u> on opaque projector. Development: Ask these questions: 1. Why does this family appear to be happy? Possible responses (All members are here. The table looks pretty. They like the food.) 2. Are breakfast times a happy time for you? Ask these questions: 1. Who made this nice breakfast possible? Point to the person: who do you think bought the food? who prepared the food? who set the table? who will wash the dishes? 2. What food is on the table? 3. How do you think the adults got this food?

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Families and Their Needs. Text. Opaque projector.	Have the children draw a picture to show, "My Breakfast Today." Discuss the pictures and organize their remarks, such as: The different ways we got breakfast: got it myself didn't eat any Mother got it my sister fixed it Daddy got breakfast Ask this question: Do you help to get someone's breakfast at home? Have discussion telling how they help and who they help.
Noble and Noble - Everyday Economics, Kit One Set of flashcards of luxury and necessity items: such as, bread, shoes, ice cream, puppy	Teach Noble and Noble, Lesson 5. Do Worksheet 1.5. Game: Choosing between two cards: Which would you rather have? Why? Which is worth more?

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
	Did the children show by their responses that they understand why the family in the picture appear to be happy? Did the children tell how their family is interdependent in getting breakfast?
Have the children draw a picture to show, "My Breakfast Today." Discuss the pictures and organize their remarks, such as: The different ways we got breakfast: got it myself didn't eat any Mother got it my sister fixed it Daddy got breakfast Ask this question: Do you help to get someone's breakfast at home? Have discussion telling how they help and who they help.	Did all the children draw their breakfast? Could each child tell of someone who helped with the work for his breakfast? Could some children tell how they helped with someone else's breakfast?
Teach Noble and Noble, Lesson 5. Do Worksheet 1.5. Game: Choosing between two cards: Which would you rather have? Why? Which is worth more?	Could children give satisfactory reasons for their choice.

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE	TEACHING
A. Interdependence of Family Members (Continued) 1. In obtaining food (Continued)	Children bring in imported f from foreign lands. Display discuss where they came from Read Children of the World S SARDINES NORWAY Teach Schools, Families, Nei Print 36, Families' Nee

TEACHING STRATEGIES

Children bring in imported foods, books, toys, etc., from foreign lands. Display and label them and discuss where they came from.
Read Children of the World Say Good Morning

SARDINES	SWISS
NORWAY	CHOCOLATE

Teach Schools, Families, Neighborhoods Teacher's Guide

Print 36, Families' Need, p. 126

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Children of the World Say Good Morning Holt, Rinehart and Winston Little Owl Books	
Schools, Families, Neighborhoods Multimedia Readiness Program Grossman & Michaelis Field Educational Public, Inc., 1969	
SRA Series Our Working World Families at Work	Teach SRA Families at Work, Lesson 4, "How Do Families Produce" Listen to record Use Text p. 27-31 Play Game - Resource Unit p. 38-41, No. 5
Duncan, Lois, Silly Mother Dial, New York, 1962 Harris, Isobel, Little Boy Brown	Read these books: Silly Mother Little Boy Brown
Film Children at Work and Play United World Films	Show film Children at Work and Play (Shows farm children around the world at work and play.)

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
orning	Did the children show interest by asking questions about the imported goods display? Make a shopping list of foods their families need. Each child read his list aloud.
, 1969	
Teach SRA Families at Work, Lesson 4, "How Do Families Produce" Listen to record Use Text p. 27-31 Play Game - Resource Unit p. 38-41, No. 5	Were the children able to put the activity of the game into a story?
Read these books: Silly Mother Little Boy Brown	
Show film Children at Work and Play (Shows farm children around the world at work and play.)	Could the children pantomime kinds of work or play shown in the film?

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE	TEA
A. Interdependence of Family Members (Continued) 2. In obtaining clothing	Suggested opener: Show a picture of a mar in a suit, in overal Development: Ask these questions: 1. Does your father lo to work? Why? Why 2. Have you seen a ser working on a car? 3. What do his clothes good for his kind o Have children name othe how they dress for thei a house dress and apron Teach SRA Our Working W Resource Unit Text p. 66-71 Activity Book Show Filmstrip "Robert Show Filmstrip "Clothes Frames 29-33.

dependence of Family Members

ED SUB-TITLE	TEACHING STRATEGIES
of (Continued) g clothing	Suggested opener: Show a picture of a man dressed for work: e.g., in a suit, in overalls. Development: Ask these questions: 1. Does your father look like this when he goes to work? Why? Why not? 2. Have you seen a service station attendant working on a car? 3. What do his clothes look like? Are his clothes good for his kind of work? Have children name other kinds of workers and tell how they dress for their job: e.g., Mother wears a house dress and apron that can be washed. Teach SRA Our Working World, Lesson 10 Resource Unit, p. 68-73 Text p. 66-71 Activity Book, p. 27-29 Show Filmstrip "Robert Goes Shopping" Show Filmstrip "Clothes and Why We Wear Them" Frames 29-33.

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Pictures of men in various kinds of work clothes. Cut from magazines.	
Families and Their Needs Silver Burdett	Families and Their Needs Teach pp. 62-71; 94-95.
Family Studies Scott Foresman, 1970	Family Studies - p. 78-93 Unit 5 - Wants Class discuss how a family gets what the members need. Look at pictures, read content.
	Wants In Other Countries, pp. 94-95. Use Teacher's Guide, p. 63 (Africa). Each child make his own booklet "My Family Wants" with a page for each member of the family.
SRA - Our Working World Families at Work	
SVE - Filmstrip and Record - "Robert Goes Shopping," Multimedia Kit M40K - Homes & Family Living	
Field Multimedia Kit Filmstrip and Record Study Print 52	Teach Schools, Families, Neighborhoods, Lesson 41, Families Need Clothing, p.136 Study Print 52.
EBE - "Clothes and Why We Wear Them"	Teach Allyn & Bacon, Learning About the World, Teacher's Guide, p. 192-193.
Noble and Noble Everyday Economics Kit I	Teach Lesson 6, Noble and Noble. Cut out shopping ads. Groups of children place ads in order, according to prices

RIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
various kinds ut from		Were the children able to correctly match the type of clothing with the type of work? Use pictures of printed names of kinds of work.
Needs	Families and Their Needs Teach pp. 62-71; 94-95.	
1970	Family Studies - p. 78-93 Unit 5 - Wants Class discuss how a family gets what the members need. Look at pictures, read content.	Can the children give acceptable answers to these questions, showing reflective thinking? 1. Why don't some families have two cars? 2. Why did Mother buy a cloth coat when she said she loved the fur coat in the store window? 3. Father needed a coat, a hat and boots. Why did he get just a coat?
orld	Wants In Other Countries, pp. 94-95. Use Teacher's Guide, p. 63 (Africa). Each child make his own booklet "My Family Wants" with a page for each member of the family.	Were the children able to complete the pages of the SRA Activity Book?
ork		
Record - pping," 40K - iving		Draw pictures of the people who helped Robert get new shoes. Did they draw Mother, Father, Brother, Salesman? Give a one-sentence explanation of how the people in their picture helped.
t cord	Teach Schools, Families, Neighborhoods, Lesson 41, Families Need Clothing, p.136. Study Print 52.	Have children make riddles about articles of clothing and their function, i.e. What has five fingers and is warm? Did the children complete the riddles?
Why We	Teach Allyn & Bacon, Learning About the World, Teacher's Guide, p. 192-193.	
ics Kit I	Teach Lesson 6, Noble and Noble. Cut out shopping ads. Groups of children place ads in order, according to prices.	Did the children place the ads in correct order?

Grade 1 - Unit II - Interdependence of Family Members

CONCEPT-ORIENTED SUB-TITLE	
A. Interdependence of Family Members (Continued) 3. In obtaining shelter	Opener: Show filmstrip Homes Follow with discussi houses, and why they for small famili for large famili apartments Show pictures of oth Discuss how families change in family change in father change in econom Children who have mo Teach: The Places W pp. 15-21, The S pp. 31-32 Display pictures of Have the children stu Ask these questions: Would you like t What would make Pages 31-32 Children differences in the p

ndence of Family Members

B-TITLE	TEACHING STRATEGIES
Family	Opener: Show filmstrip Homes in the City
elter	Follow with discussion of different kinds of houses, and why they are so different, as: for small families for large families apartments Show pictures of other types of homes.
	Discuss how families may come to need a new home. change in family size change in father's place of work change in economic status. Children who have moved, tell why their family moved.
	Teach: The Places We Live In pp. 15-21, The Social Sciences pp. 31-32 Display pictures of inhospitable environments. Have the children study them. Ask these questions: Would you like to live there? What would make it difficult to live there? Pages 31-32 Children identify likenesses and differences in the pictured environment.

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT	
Filmstrips - Homes In the City McGraw-Hill	Construct different kinds of homes. Use shoe boxes, screens, packing boxes You Are Here - p. 17	Did in
	Make Bulletin Board display of different types of homes. Classify the homes by the type.	Were ora unde in
Families and Their Needs Text - Silver Burdett, pp. 8-21	Make a folded paper house as on p. 9 in Families and Their Needs.	Did illu
People at Home: Text King, Braden, Sloan, Laidlaw, 1968, pp. 13-16.	Bring to class materials used to build houses. Identify these. Ask the questions: Who made these materials? Who pays for them? How?	Did mat mat
Families and Their Needs Silver Burdett	Use pictures in Families and Their Needs, p. 16-19 in text or on opaque projector. Discuss ways in which these homes are unlike others we have studied. (Nomadic)	Mult Chil to Ex:
The Social Sciences, Level One Harcourt, Brace & World, p. 24, Text 15-21; 31-32.	Using flat trays, have class make geographical environments as in Teacher's Guide, p. 48. Example: sand, salt for snow, clay mountains. (Keep for further use, as in Unit, p. 6A.)	Were how it live Did ques

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Construct different kinds of homes. Use shoe boxes, screens, packing boxes You Are Here - p. 17	Did the children participate in building of the houses?
Make Bulletin Board display of different types of homes. Classify the homes by the type.	Were children able to make an oral statement which showed understanding of differences in types of homes?
Make a folded paper house as on p. 9 in Families and Their Needs.	Did the child's art work illustrate his type of home?
Bring to class materials used to build houses. Identify these. Ask the questions: Who made these materials? Who pays for them? How?	Did the class bring a variety of materials? Can they associate material with cost?
Use pictures in Families and Their Needs, p. 16-19 in text or on opaque projector. Discuss ways in which these homes are unlike others we have studied. (Nomadic)	Multiple response questions: Children hold up Yes-No cards to answer: Ex: 1. People in families need shelter. (yes) 2. Some shelters can be moved easily. (yes) 3. Families live in a brick house so they can move it easily. (no) 4. Trailers, tents and boats are used only for vacation trips. (no)
Using flat trays, have class make geographical environments as in Teacher's Guide, p. 48. Example: sand, salt for snow, clay mountains. (Keep for further use, as in Unit, p. 6A.)	Were the children able to describe how different environments made it favorable or unfavorable to live there? Did the children answer the questions on Teacher's Guide, p. 49

CONCEPT-ORIENTED SUB-TITLE	TEACH
A. Interdependence of Family Members (Continued) 3. In obtaining shelter (Continued)	Show pictures of homes in Show picture Families Aro suggested in Teacher's Ma Families and Their Needs, Eskimos, pp. 24-30.
	Teach Lessons 38 and 39, S Neighborhoods.
	Recall the various types o Discuss why you think some be so nice to live in. Why might you like to live Read the book: Let's Find Show and discuss the pictu Construct models of homes environments and place eac graphical flat made as sug unit. Use pictures suggested und

ndence of Family Members

B-TITLE	TEACHING STRATEGIES
Family	Show pictures of homes in other parts of the world. Show picture Families Around the World. Discuss as suggested in Teacher's Manual, p. 14.
elter	Families and Their Needs, pp. 10, 11, 14, 15, 18, 19.
	Eskimos, pp. 24-30.

Teach Lessons 38 and 39, Schools, Families, Neighborhoods.

Recall the various types of homes.
Discuss why you think some of them would not be so nice to live in.
Why might you like to live in others?

Read the book: Let's Find Out About Houses.
Show and discuss the pictures.

Construct models of homes for different geographical environments and place each on the correct geographical flat made as suggested on p. 5 of this unit.
Use pictures suggested under Content & Materials.

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Families Around the World (set of pictures) Silver Burdett	
Families and Their Needs	Make a list of words on paper or chalkboard. Have children tell what they think of when they see or say the word: shelter tent house trailer apartments movable shelters
Schools, Families, Neighborhoods Field Multimedia Kit - Filmstrip, Record and Study prints, 49a & b; 50	
Homes are Different	
Family Studies, Scott Foresman	Teach Unit 3,"Homes" in Family Studies (optional)
Let's Find Out About Houses Shapp, M & C, Franklin Watts, Inc., N.Y.	Use SRA Families at Work
The Social Sciences, Level One Harcourt, Brace & World Text p. 15	Use Record and Teach Lesson 7 "Families Sometimes Work in Their Free Time" Children's Text pp. 45-51 Activity Book pp. 22-23
Families and Their Needs Text pp. 24, 28, 33	
Earth Home of People Silver Burdett Picture Set Pictures, 4, 29 and 23	

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Make a list of words on paper or chalkboard. Have children tell what they think of when they see or say the word: shelter tent house trailer apartments movable shelters	Were children able to associate the words with the correct type or location of home?
Teach Unit 3, "Homes" in Family Studies (optional)	Can the children identify and tell how American ideas are changing foreign homes? Can children describe foreign furniture or customs in their own homes.
Use SRA Families at Work Use Record and Teach Lesson 7 "Families Sometimes Work in Their Free Time" Children's Text pp. 45-51 Activity Book pp. 22-23	Were children able to relate to their own family experiences that family members work in their spare time to earn more money?
	Did the children help in construction of model homes? Were they able to tell why each was placed in a certain geographical region?

CONCEPT-ORIENTED SUB-TITLE	TEA
B. Interdependence of Family Members - Other Cultures	Opener
	Show pictures of J.T. hi
1. African	Teach text pp. 102-103, Teacher's Guide pp. 168-
	Families and Their Needs Teach p. 11.
	Show pictures Families a 94. Teach accompanying
	SVE Communities Around t How People Live in Kenya Show the filmstrip and p Follow with discussion o of different races. (Us

Family Members

TEACHING STRATEGIES

mbers -

Opener

Show pictures of J.T. his father and grandfather.

Teach text pp. 102-103, Social Sciences, Level One.
Teacher's Guide pp. 168-169; 150-154

Families and Their Needs, p. 60 and p. 11.
Teach p. 11.

Show pictures Families and Their Needs, pp. 72-73; 78-79; 94. Teach accompanying lessons.

SVE Communities Around the World, Group 1, A284SR.
How People Live in Kenya and Nigeria
Show the filmstrip and play the record.
Follow with discussion of buildings and people of different races. (Useful under clothing.)

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Social Sciences, Level One Harcourt, Brace & World Picture Books on Modern Africa The Land and People of Nigeria Forman & Forman, Lippincott,1964 Equatorial Africa: The New World of Tomorrow, Kittler, Glenn - N.Y. Thomas Nelson & Sons, 1959 The Peoples of Kenya - Adamson, Jay Harcourt, Brace & World, 1967	Children look at these picture books. Have children find out where their ancestors lived before they came to the U.S. Learn an ethnic custom from a relative.
Families and Their Needs - Silver Burdett	
SVE Pictures Set SP-131, Children of Africa. This set useful under all subtopics, food, clothing and shelter.	Exhibit a picture and teach the accompanying lesson which is printed on the back of each picture.
Families and Their Needs - Silver Burdett How People Live in Africa - Benefic Press. This is Teacher's reference only.	
Field Multimedia Readiness Kit. Schools, Families, Neighborhoods	Listen to record, "Families Around the World" and watch accompanying filmstrip, Frames 1-6; 20-22; 60
SVE Communities Around the World A284SR How People Live in Kenya and Nigeria Filmstrip and record	
Families and Their Needs - Silver Burdett	Families and Their Needs, p. 11. Show picture. Discuss details. Make comparisons of homes. p. 32-33, match African children with their home and give detailed explanation for their choice. Children construct African type home.
Picture Set Earth, Home of People Silver Burdett	Have children study picture of dried clay home. Teach lesson in Teacher's Manual.

	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ca ia tt,1964 World of - N.Y. 9 on, Jay 1967	Children look at these picture books. Have children find out where their ancestors lived before they came to the U.S. Learn an ethnic custom from a relative.	Children can locate Africa on globe. Children have TV program telling where their ancestors came from.
ilver		Did children show awareness of the difference in eating out-doors for necessity or for pleasure? Have children draw pictures showing different foods in Africa.
ldren of er all d shelter.	Exhibit a picture and teach the accompanying lesson which is printed on the back of each picture.	
ilver		
Benefic		
it. oods	Listen to record, "Families Around the World" and watch accompanying filmstrip, Frames 1-6; 20-22; 60	Were children able to tell orally how children of Ghana are like the children of the U.S.
orld Nigeria		Did children seem to realize that buildings of African cities are similar to city buildings in U.S.?
ilver	Families and Their Needs, p. 11. Show picture. Discuss details. Make comparisons of homes. p. 32-33, match African children with their home and give detailed explanation for their choice. Children construct African type home.	
ople	Have children study picture of dried clay home. Teach lesson in Teacher's Manual.	Could the child give oral sentences telling why they made this type of home? Why some Africans have dried clay home?

CONCEPT-ORIENTED SUB-TITLE	TEACHING
B. Interdependence of Family Members - Other Cultures 2. Mexican	Opener: On a large map, show our next d South - Mexico. Discuss how we usually act towa get acquainted learn about them help them if we can Ask these questions: Do people in Mexico live in fam Do Mexican families need the sa What kind of work do Mexican fa Read the book Investigating Man Family Studies, p Do you think Mexico was differe different people there? Read Family Studies, pp. 154- Teach: Schools, Families, Neigh Print 37 Families Need Home 38 Different Homes Ar 39 Homes Around the W Alike, p. 132 40 People Make a Hous

of Family Members

TEACHING STRATEGIES

Members -

Opener:

On a large map, show our next door neighbor to the South - Mexico.
Discuss how we usually act toward neighbors.

get acquainted
learn about them
help them if we can

Ask these questions:

Do people in Mexico live in families?
Do Mexican families need the same things your family needs?
What kind of work do Mexican families usually do?

Read the book Investigating Man's World
Family Studies, pp. 140-153

Do you think Mexico was different long ago? Were different people there?
Read Family Studies, pp. 154-157.

Teach: Schools, Families, Neighborhoods
Print 37 Families Need Homes, p. 128
38 Different Homes Are Different Inside, p. 13
39 Homes Around the World Are Different, Yet Alike, p. 132
40 People Make a House a Home, p. 134

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Filmstrip: Children of Many Lands Mexican Children Encyclopedia Britannica	Show Filmstrip Children of Many Lands Mexican Children Ask these questions before viewing. Does the Mexican home look like our home? Do Mexican children enjoy doing the same things you do? Is the Mexican School like ours?
Investigating Man's World Family Studies, Hanna, Kohn, etc. Scott Foresman, 1970, pp. 140-157	After viewing: Discuss daily work of a Mexican Father and Mother. Discuss how the children help. Dramatize Mexican child helping his parents: to cook, to plow, to mind the baby, water flowers, feed the animals. Draw the things you could buy at the Mexican Market. Have a Mexican lunch of tortillas. Make a serape and wear to the luncheon. Get a Physical Education teacher to teach Mexican Hat Dance.
Family Studies	
Globe	Label places on the globe to show where different groups of people live: Our families Eskimos Mexicans Indians

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Show Filmstrip Children of Many Lands Mexican Children	
Ask these questions before viewing. Does the Mexican home look like our home?	
Do Mexican children enjoy doing the same things you do?	Post a list of words about the film. Were children able to give a sentence relating to that word? to their knowledge of Mexican children? fiesta — tortilla donkey — school father's work — cooking corn — home
Is the Mexican School like ours?	
After viewing: Discuss daily work of a Mexican Father and Mother. Discuss how the children help. Dramatize Mexican child helping his parents: to cook, to plow, to mind the baby, water flowers, feed the animals.	Did the children demonstrate correctly the Mexican child's way of helping?
Draw the things you could buy at the Mexican Market. Have a Mexican lunch of tortillas. Make a serape and wear to the luncheon. Get a Physical Education teacher to teach Mexican Hat Dance.	Make a picture of the class having a lunch of tortillas and wearing a serape; and write two sentences about it.
Label places on the globe to show where different groups of people live: Our families Eskimos Mexicans Indians	Can children point to where different groups of people live?

CONCEPT-ORIENTED SUB-TITLE	TEAC
B. Interdependence of Family Members - Other Cultures (Continued) 2. Mexican (Continued)	Show filmstrips: Farmers of Mexico Town and City in Mexi Following the viewing of a class discussion: Ask these questions: Did you see some things t in schools? in shops? in farm too in travelin in homes? Do you think the Mexican because these things are

LE	TEACHING STRATEGIES
y Members - d)	Show filmstrips: Farmers of Mexico Town and City in Mexico Following the viewing of these two filmstrips, have a class discussion: Ask these questions: Did you see some things that are changing in Mexico? in schools? in shops? in farm tools? in traveling? in homes? Do you think the Mexican family will live better because these things are changing?

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Filmstrip: Farmers of Mexico Encyclopedia Britannica Town and City in Mexico Encyclopedia Britannica	Note: Any teacher whose class is interested and who so desires should feel free to go into further detail on The Mexican Family in relation to the concept of Interdependence of Family Members 1. in obtaining food 2. in obtaining clothing 3. in obtaining shelter
Read these books: Bad Boy, Good Boy, Ets, Marie, etal Tacho, Boy of Mexico, Darbois, Dominique The Painted Pig, Morrow, Elizabeth The Story of Pablo, Amescua, Caral C. (Encyclopedia Britannica Press)	
Suggested further materials Filmstrips: A Ranch in Northern Mexico Encyclopedia Britannica Mexico City Curriculum Films	

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Note: Any teacher whose class is interested and who so desires should feel free to go into further detail on <u>The Mexican Family</u> in relation to the concept of <u>Interdependence of Family Members</u> 1. in obtaining food 2. in obtaining clothing 3. in obtaining shelter	Play a matching game. Match the words <u>Old</u> and <u>New</u> to sets of words about Mexico: canals — wells Indian school — cotton refrigerators — donkeys tractors — Spanish trucks — fiesta school building — oxen wooden plow — irrigation washing — corn meal school buses — highways big crops — horses health centers

CONCEPT-ORIENTED SUB-TITLE	TEAC
B. Interdependence of Family Members - Other Cultures 3. Indians (Optional)	This unit may be fully d so, it may be substitute B.2 Mexican. Two out of required to be taught.
	Use flannel board. Find pictures of people climates, and pictures o Children match pictures clothing to the corresp

TLE	TEACHING STRATEGIES
Members -	This unit may be fully developed if desired. If so, it may be substituted for B.1 African or B.2 Mexican. Two out of these three sub-units are required to be taught.

Use flannel board.
Find pictures of people dressed for various climates, and pictures of these regions.
Children match pictures of people with proper clothing to the corresponding region.

Grade 1 - Unit II

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Text: Learning About Our Families, Wann Sheehy pp. 65-82 - Learning About an Indian Family	Indians in Southwestern United States. (Pueblos)
Families Near and Far - Text D. C. Heath - Excellent pp. 92-101 Families and Their Needs	
Houses, Werner, Elsa Jane	Use the book Houses. Is simple text for good first grade reader. Descri homes in different parts of the worl
In My Mother's House by Clark Nolan, Viking Press, N.Y., 1941	Read In My Mother's House. Is about Pueblo Indian Life.
Homes Around the World by Jackson Kathryn, Silver Burdett, 1957	Read Homes Around the World. Simple text, excellent photographs.

RIALS	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
ut Our heehy ning Family	Indians in Southwestern United States. (Pueblos)	As various phases of Indian Family life are discussed, children make illustrations. At end of this lesson, make a two-part chart or booklet showing Indian Families are like my family are different from my family
ar - Text cellent		
Needs		
a Jane	Use the book Houses. Is simple text for good first grade reader. Describes homes in different parts of the world.	
e by Clark ess, N.Y., 1941 rld by Jackson Burdett, 1957	Read In My Mother's House. Is about Pueblo Indian Life. Read Homes Around the World. Simple text, excellent photographs.	Did the children correctly match the regional pictures?

COOPERATION OF FAMILY MEMBERS

EXPLANATION

Throughout this unit the concept of cooperation will be the predominant theme. Cooperation is required if the family is to live together in harmony. Cooperation of each member in fulfilling his responsibility in the work of the family will make everyone's work easier. Cooperation in recreation results in satisfaction and pleasure in family activities and establishes family customs. It develops closeness and loyalty between family members with resulting feelings of security. Carrying on family customs and traditions necessitates cooperation of everyone in the family and serves to further the education of all the members.

COOPERATION OF FAMILY MEMBERS

OBJECTIVES

The student will be able to recognize that people learn the same thing in different ways and in the same learning situation people can feel differently.

Ex: Helping little brother learn to tie his shoes.

The student will be able to make statements that describe his own values.

Ex: Larry let Timmy use his glove yesterday, so I think Timmy ought to let Larry use his bike today.

The student will be able to make statements and ask questions about people and their customs more than about furniture and the appearance of buildings.

Ex: In studying a picture of a family picnic, "Is this family having a good time?" Why?

The student will be able to group pictures from the class picture collection, label the groups, also regroup and relabel the pictures.

Ex: People who make me feel good.

COOPERATION OF FAMILY MEMBERS

OUTLINE FOR UNIT III

A. Cooperation of Family Members

1. in developing security and love
2. in developing customs

    a. family birthdays, anniversaries
    b. holidays

3. in developing education and recreation

B. Cooperation of Family Members in Other Cultures (Optional)

1. African family
2. Mexican family
3. American Samoan family
4. Japanese family

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of Family Members

1. in developing security and love.

Opener:

Show study p
Families Sha

Teach accomp

Show picture
projector.

Read the que
of the quest
of pp. 29-30

Make plans f
family membe
sure to incl
Work in grou

Example:

grandpare
boy bring
mother se

Use Text Soc
observe and
the differen
bility, kind

Children rel
how they fee
the baby.

ED SUB-TITLE	TEACHING STRATEGIES
Family Members	Opener:
ng security and love.	Show study print No. 30 Families Share Love Teach accompanying lesson on pp. 96-97 Show pictures pp. 28-30, Family Studies on opaque projector. Read the questions on p. 28. Have class discussion of the questions. Follow with reading and discussion of pp. 29-30. Make plans for a mural showing the ways in which family members show affection for one another. (Be sure to include some forms of work parents do.) Work in groups. Example: grandparents giving children toys boy bringing tools to father who is working on car mother sewing girl's dress Use Text Social Sciences, Level One. Have children observe and discuss study prints #66, 67. Emphasize the different types of love shown: caring, responsibility, kindness, tenderness and compassion. Children relate these situations to themselves. Tell how they feel when they: play with their dog, help the baby.

Grade 1 - Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Study print No. 30, p. 36 Families Share Love	
From Schools, Families, Neighborhoods, Field Educational Publications, Inc., 1969, Unit II	
Family Studies Scott Foresman, 1970	Make a Picture Chart. Have pupils use pictures from magazines to make a large picture chart depicting ways family members can share affection.
Social Sciences, Level One Harcourt, Brace & World, Inc.	Children describe what happens when they get home from school and tell one or two ways in which their actions show care for other people.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
nal t II	Ask pupils to finish this sentence: "Love is _____." "Father pushing me in the swing." "Hugging my puppy."
	Did the mural depict affection of family members for one another? Could the children tell orally how each part of the scene showed affection?
Make a Picture Chart. Have pupils use pictures from magazines to make a large picture chart depicting ways family members can share affection.	Did the children contribute to the chart, by finding a picture or telling orally how the picture shows affection?
Children describe what happens when they get home from school, and tell one or two ways in which their actions show care for other people.	Have children write a creative story relating an experience of their own within their family or with a friend. Have them include the words: love, care, affection, need.

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES
A. Cooperation of Family Members (Continued)	
1. in developing security and love (Continued)	

Grade 1 - Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Voices of Families, LaRue and LaRue, Century Communications, Inc., San Francisco, 1969	Use texts Voices of Families or show pages on opaque projector, to convey the ideas: pp. 24-25 family planning gives feelings of security; pp. 40-41 families need to share sad times; pp. 48-49 families are proud of their members.
Love is a Special Way of Feeling Anglund, Joan W., Harcourt, Brace & World, 1960	Read Love Is a Special Way of Feeling.
Friend Is Someone Who Likes You Harcourt, Brace & World, 1950 **Anglund**	
FS - EBE, Our Family to the Rescue	Watch film, Our Family to the Rescue. Steve's family helps him over his troubles.

	VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
nd ns,	Use texts Voices of Families or show pages on opaque projector, to convey the ideas: pp. 24-25 family planning gives feelings of security; pp. 40-41 families need to share sad times; pp. 48-49 families are proud of their members.	Have children draw a picture of an occasion on which their family expressed their feelings for one of its members. Let the children match their picture to one of the pictures shown in Voices of Families and tell what feelings it expresses.
eling Brace	Read Love Is a Special Way of Feeling.	
s You 50		
e Rescue	Watch film, Our Family to the Rescue. Steve's family helps him over his troubles.	Tell how this family showed their affection for Steve.

Grade 1 - Unit III - Coopera ion of Family Membe s

CONCEPT-ORIENTED SUB-TITLE	
A. Cooperation of Family Members (continued) 2. in developing customs a. family birthdays, anniversaries	Opener: Use picture on p Ask these questi What special eve What family cele Why? How does your fa it important to Has a graduation When might you g event? Has your family important occasi Teach S.R.A. F Lesson 12 Who Do S.R.A. Activ Have each chil dream about so custom. Tell

era ion of Family Membe s

) SUB-TITLE	TEACHING STI ATEGIES.
Family Members	Opener:
	Use picture on p.34 Family Studies
ng customs	Ask these questions:
birthdays, saries	What special events are these families celebrating?
	What family celebrations have occured in your family? Why?
	How does your family celebrate a birthday? Why is it important to your family?
	Has a graduation occured in your family?
	When might you graduate? Why will it be an important event?
	Has your family had a wedding recently? Why is it an important occasion?

Teach S.R.A. Families at Work.
Lesson 12 Who Cares?
Do S.R.A. Activity Book Lesson 12.
Have each child close his eyes and pretend he has a dream about someone who did or did not follow a custom. Tell their dream.

Grade 1 - Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT.
Family Studies Scott Foresman 1970	Children recall what happens at birthday parties, graduations and weddings. Lead them to realize that each occasion is celebrated with ceremonies. Ask these questions: On what other occasions do families celebrate with ceremonies? (special holidays) In what ways do celebrations help families?
S.V.E. Innovation Record IR-102 The Child and His World Album IR 10 My Family and I.	Play record My Family and I Side 2 Band 3 Marriage Bring in pictures of brides and weddings. Bring symbols of marriage: ring, veil and cake. Emphasize in discussion, marriage provides a good environment for raising children.
S.R.A. Our Working World Families at Work lesson 12 Resource Unit page 80-89	

VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
Children recall what happens at birthday parties, graduations and weddings. Lead them to realize that each occasion is celebrated with ceremonies.	Make a bulletin board display of photos from home showing their family celebrating a special event.
Ask these questions: On what other occasions do families celebrate with ceremonies? (special holidays) In what ways do celebrations help families?	Plan a birthday party for a storybook character. Do role playing for these procedures: receiving guests opening gifts entertaining eating, singing saying good-bye
Play record My Family and I Side 2 Band 3 Marriage Bring in pictures of brides and weddings. Bring symbols of marriage: ring, veil and cake. Emphasize in discussion, marriage provides a good environment for raising children.	Role playing of a wedding-Bride, groom, minister and a family. Let each one explain his role. Could the children portray their role? Did the children's dreams show the results of following or disregarding customs?

Grade 1 - nit III - Cooperation of amily Members

CONC PT-ORIENTED SUB-TITLE

A. Cooperation of family member: (continued)

2. in developing customs

a. family birthdays, anniversaries (continued)

Hard
Teac

Ask

How
Will
Ask
will

Teac

Ask

When
When
Why

RIENTED SUB-TITLE	TEACHING STRATEGIES.
ration of family members (continued)	
n developing customs	
. family birthdays, anniversaries (continued)	

Harcourt Brace & World
Teach Study Print 123

Ask these questions:

How many birthdays have you had?
Will you have more?
Ask children to list other events that they know will occur every year,
Christmas Easter
Swimming Sledding

Teach Study Print 125

Ask these questions:

When did you start school?
When will you graduate?
Why do you go to school?

Grade 1 - Unit III

CONTENT & MATERIAL	VARIANTS IN STRATEGIES AND CONTENT.
film- The Calendar Days, Weeks, Months 11 min. band w or color Coronet.	Show films: The Calendar What Time Is It? A girl plans for a birthday party
	Have a class calendar and help children place their name on their own birthday date.
Harcourt Brace & World The Social Sciences Level One Unit 8 Lesson eight. Also Teachers Guide p.186-187	Look at picture p.115 in Social Sciences- Level One Discuss questions T-P.186-187.
Film: Schools and Rules McGraw-Hill, New York.	Show film Schools and Rules Children watch to find out how many people were worried because one child forgot a rule.
FSEBE Family Fun	Show filmstrip Family Fun Plan surprise for mother's birthday. Frames 14-42

VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
Show films: The Calendar What Time Is It? A girl plans for a birthday party	
Have a class calendar and help children place their name on their own birthday date.	Were children able to locate the date of their own birthday on the class calendar?
Look at picture p.115 in Social Sciences- Level One Discuss questions T-P.186-187.	
	Have the children paint a picture of an event that occurs in their family each year. Write three sentences about it.
Show film Schools and Rules Children watch to find out how many people were worried because one child forgot a rule.	How did the boy feel? How did the other children and his teacher feel? What do you think about breaking a rule?
Show filmstrip Family Fun Plan surprise for mother's birthday. Frames 14-42	Have the children tell what they do for mother's birthday.

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE	
A. Cooperation of family members (continued)	Opener
2. in developing customs	Ask the childr questions.
b. holidays (continued)	Do you see thi Americans?
	What do we do
	Name some occa that we are Am Washingt Flag Day Fourth o
	Ask these ques
	What names are U.S. flag, Sta White and Blue
	How do we use Flag Day, June
	Follow with th
	Read Families pp. 110, 111 T pp.108, 109 T S pp. 106-107 T

mily Members.

TEACHING STRATEGIES.

ers (continued) Opener

Ask the children to look around the room. Ask these questions.

Do you see things that remind you that you are Americans?

What do we do each day because we are Americans?

Name some occasions on which we celebrate the fact that we are Americans.

Washington's Birthday
Flag Day
Fourth of July

Ask these questions:

What names are there for our flag?
U.S. flag, Stars and Stripes, Old Glory, The Red, White and Blue.

How do we use the flag? Why?
Flag Day, June 14th ; Fourth of July

Follow with the discussion of where they see the flag.

Read Families and Their Needs
pp. 110, 111 The flag as a symbol of the United States
pp.108, 109 The President as the leader of the United States
pp. 106-107 The Capitol and Congress.

Grade 1 - Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT.
Voices of Families LaRue and LaRue Century Communications	Show pictures Voices of Families 50-51 celebrating holidays 66-67 families go to church
Silver Burdett Families and Their Needs 106-111	Learn to say the Pledge of Allegiance correctly.
F.S. EFI-C Learning about Our Flag American Book Co.	Look at filmstrip
Allyn & Bacon Inc 1970 Our Country Grade I Volume I Text, Teachers' Guide and Kit	Teach Our Country pp.26-32 Teachers Guide pp.143-170 Begin to make a booklet of the symbols of the U.S. (Use Kit) U.S.Flag of 50 stars. The Great Seal of the United Sta #34 Statue of Liberty #33 Uncle Sam #35 Liberty Bell #32 Read children's references liste under Content and Materials.
Harriet and the Promised Land Lawrence, Jacob Simon & Schuster, 1968	
The Fourth of July Story Dalgliesh, Alice Chas. Scribner Sons NY 1956	
The Stars and Stripes Freeman & Blacker, M. Random House N.Y. 1964	

VARIANTS IN STRATEGIES AND CONTENT.		EVALUATION
	Show pictures Voices of Families 50-51 celebrating holidays 66-67 families go to church	In what way is our celebration the same or different from these?
eds 106-111	Learn to say the Pledge of Allegiance correctly.	Can the children say the Pledge of Allegiance correctly?
ag	Look at filmstrip	Can the children make an American Flag?
0 olume I and Kit sed Land 68 tory Y 1956	Teach Our Country pp.26-32 Teachers Guide pp.143-170 Begin to make a booklet of the symbols of the U.S. (Use Kit) U.S.Flag of 50 stars. The Great Seal of the United States #34 Statue of Liberty #33 Uncle Sam #35 Liberty Bell #32 Read children's references listed under Content and Materials.	Can the children recognize the United States flag from among a group of other flags?

Grade 1 Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE

A. Cooperation of family members.(continued)

2. in developing customs

b. holidays (continued)

Display a numbe
ing Washington
on the bulleti

Have children
cating the firs

Ask these quest

Which president

Have you ever b

Teach Our Count

Read the text a
children.

List important

White House
Washington,
Capitol
President Nix

Say to the child

There are a numb
belong to all A
find some more

Read and discuss

SUB-TITLE	TEACHING STRATEGIES.
f family members.(continued) ping customs ys (continued)	Display a number of pictures of presidents including Washington, Lincoln, John F. Kennedy and Nixon on the bulletin board. Have children locate the ones named above, indicating the first president and our president now. Ask these questions: Which president has a big city named after him? Have you ever been to Washington, D. C.? Teach Our Country pp 42-45 Read the text and discuss the pictures with the children. List important words: White House Washington, D.C. Capitol President Nixon Say to the children: There are a number of things in Washington that belong to all Americans. Will you name some? Let's find some more of them in our book. Read and discuss Our Country pp.50-60

Grade 1 - Unit III

CONTENT & MATERIAL	VARIANTS IN STRATEGIES AND CONTENT.
Picture Set Martin Luther King No.17 Black America Yesterday and Today David C. Cook Co 1969	Display the picture of Marti King: Tell his story as in " America"Teacher's Guide pp.2
Book: A Weed is a Flower, the Life of George Washington Carver Aliki Prentice Hall, 1965 Englewood Cliffs, New Jersey	Read A Weed is a Flower. Have the children tell the e in the story then put them i quence.
Schools, Families, Neighborhoods Fields Multimedia Kit	Teach Schools, Families, Nei Study print 75 and lesson Te Guide p. 184-185
	Make a class booklet of Wash landmarks.
Allyn & Bacon Inc. Our Country p.42-45 50-60 Use Teachers Guide and Kit.	
	Make a picture chart of: Memorials to George Washin
	Washington Monument 5¢ stam Mount Vernon Washington dollar bill Washington quarter
	Memorials to Abraham Lincol
	Lincoln Memorial parks, st five dollar bill
	Put copies of these charts in booklet.
	Discuss celebration of 4th of Act out how you and your fami ready to go to the parade.

	VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
r King No.17 a Yesterday k Co 1969	Display the picture of Martin Luther King: Tell his story as in "Black America"Teacher's Guide pp.25, 26.	
the Life of arver ew Jersey	Read A Weed is a Flower. Have the children tell the events in the story then put them in sequence.	Have children make puppets(on popsicle sticks or finger puppets)of the story characters and play the story.
Neighborhoods it	Teach Schools, Families, Neighborhoods Study print 75 and lesson Teachers Guide p. 184-185	Make place mats with patriotic decorations for use February 22.
	Make a class booklet of Washington landmarks.	Did the children make a representative book about Washington Landmarks?
50-60 nd Kit.	Make a picture chart of: Memorials to George Washington Washington Monument 5¢ stamp Mount Vernon Washington State dollar bill Washington Expressway quarter Memorials to Abraham Lincoln Lincoln Memorial parks, streets five dollar bill Put copies of these charts into the booklet. Discuss celebration of 4th of July. Act out how you and your family get ready to go to the parade.	Make riddles about Washington,D.C. landmarks and memorials. Can the children give the right answers to the riddles. Ex. I see a man,sitting down -He is very big He was a kind president.. Who is he? Did the children show,in their acting,the coopera tion of family members: Closing the windows Carrying the chairs Turns to stay home Money to spend.

Grade 1 - Unit III - Cooperation of Family Members

CONCEPT-ORIENTED SUB-TITLE	
A. Cooperation of Family Members.(continued)	Show film
2. in developing customs	Celebrati
b. holidays (continued)	Children d homes, May
	Show film Pilgrims i
	Teach Stud
	Ask the qu Teachers M
	Opener:
	Make Chris
	Decorate t Make gifts Make Chris Listen to

eration of Family Members

-TITLE	TEACHING STRATEGIES.
amily Members.(continued)	Show film strip or film
customs	Celebrating Thanksgiving
continued)	Children draw pictures of the Pilgrims, Pilgrim homes, Mayflower and label the pictures.
	Show film- Pilgrims in America
	Teach Study Print 77
	Ask the questions and teach the lesson in Teachers Manual p.188
	Opener:
	Make Christmas plans with the children.
	Decorate the room Make gifts Make Christmas cards Listen to stories and poems about Christmas.

Grade 1 - Unit III -

CONTENT & MATERIALS.	VARIANTS IN STRATEGIES AND CONTENT.
Celebrating Thanksgiving Curriculum Film Strip County Media Center	Make a class story about the Pilgrims and combine it with th pictures to make a booklet.
Celebrating Thanksgiving F-72 Pilgrims 22 min. b.& w. County Media Center F-105 Pilgrim in America 14 min. color	
Ealing Film Loops (cartridged) Building a House Growing Corn Preparing a Dinner Pioneer Kitchen	Show Film Loop Building a House At Plymouth, team of settlers building walls and making thatches roof. Children tell how they spent Thanksgiving Day.
Schools, Families, Neighborhoods Field, Multimedia Kit, Study Print #77 Teachers Guide p. 188-189	
Celebrating Christmas Curriculum Films. Christmas Customs Near and Far F-81 (County Media Center)	Show FS- Celebrating Christm and F81 Christmas Customs N and Far. (includes Mexico and It Children write creative stori about getting ready on Christ Eve.

VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
Make a class story about the Pilgrims and combine it with the pictures to make a booklet.	Children pantomime Pilgrim scenes. Indian showing Pilgrim how to plant corn. Pilgrims going to church.
Show Film Loop Building a House At Plymouth, team of settlers building walls and making thatches roof.	
Children tell how they spent Thanksgiving Day.	Tell in what ways your family members cooperated in celebrating Thanksgiving. Children write individual creative story of what they are thankful for.
Show FS- Celebrating Christmas and F81 Christmas Customs Near and Far. (includes Mexico and Italy) Children write creative stories about getting ready on Christmas Eve.	Did the class carry out the Christmas plans? Children read these stories and then tell how the family members cooperated.

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE	TEACHI
A. Cooperation of Family Members (continued)	Opener
3. in developing education and recreation.	Ask this question: W W W
	After discussion have Family Studies pp.10
	Make finger puppets. argument on pp.102, 1
	Ask these questions:
	Do you ever use famil Staying off the gr Using a litter bag Practicing good ma
	Why would breaking th not cooperating with
	Show pictures pp.12,
	Ask these questions:
	What skills are these Do you think children skills? (play a game,
	Use The Social Scienc Read the title on page Children tell things Make a list on the bo
	Ask these questions:
	Did you need help to What people helped you

of Family Members.

TEACHING STRATEGIES

mbers (continued)

on and

Opener

Ask this question: Why do families have rules?
Who makes the rules?
Who has to learn?

After discussion have the children read:
Family Studies pp.102-108

Make finger puppets. Play the story of the argument on pp.102, 103.

Ask these questions:

Do you ever use family rules away from home?
Staying off the grass in specified areas.
Using a litter bag in the car.
Practicing good manners in restaurants.

Why would breaking these rules be considered as not cooperating with the family?

Show pictures pp.12, 13 Families and Their Needs

Ask these questions:

What skills are these children learning?
Do you think children everywhere learn these same skills? (play a game, ride a bike)

Use The Social Sciences Level One pp.33-38
Read the title on page 33. Discuss the picture. Children tell things they already know how to do. Make a list on the board.

Ask these questions:

Did you need help to learn so many things?
What people helped you?

Grade 1 - Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT
Family Studies Scott Foresman	Dramatize children breaking a family rule as: not being quiet at the proper time or not changing their school clothes. Discuss how this is being uncooperative with other family members.
Families and Their Needs Silver Burdett	Find magazine pictures of skills children learn in different environments (on streets, in the home) Post these pictures. Group them by environment. Make a booklet, using magazine pictures of people who teach you skills. Write one sentence under each picture telling what skill this person taught them.

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION
Dramatize children breaking a family rule as: not being quiet at the proper time or not changing their school clothes. Discuss how this is being uncooperative with other family members.	Did the children work out the problem by making a rule? Did the children's discussion lead to the understanding that breaking rules in public can cause the family? to feel embarrassment to lose money (wasted food) to pay fines.
Find magazine pictures of skills children learn in different environments (on streets, in the home) Post these pictures. Group them by environment. Make a booklet, using magazine pictures of people who teach you skills. Write one sentence under each picture telling what skill this person taught them.	Were the children able to classify the pictures of similar environment? Are the children able to describe three skills they have been taught and identify the teacher?

CONCEPT-ORIENTED SUB-TITLE	TEACHI
A. Cooperation of family members(continued) 3. in developing education and recreation (continued)	Read the questions and d pp 34-37. Have children the teacher and the lea Study page 38. Ask these questions: Why is each child learni skill? Could the child in each the other two are learni Can you name some skills at school? Use a microphone Use audio-visual-a Pay for lunch. Draw yourself performing

ation of Family Members

TITLE	TEACHING STRATEGIES.
ily members(continued) ducation and tinued)	Read the questions and discuss the pictures on pp 34-37. Have children differentiate between the teacher and the learner. Study page 38. Ask these questions: Why is each child learning an entirely different skill? Could the child in each picture learn the skill the other two are learning? Where? Can you name some skills you learn because you are at school? Use a microphone Use audio-visual-aids. Pay for lunch. Draw yourself performing one of these skills.

Grade 1 - Unit III

CONTENT & MATERIAL	VARIANTS IN STRATEGIES AND CONTENT.
The Social Sciences Level One Harcourt Brace	Identify the problems presente in the pictures. Read and answ the questions on 39-41. Teach p.42 Use the Teachers' Guide p. 69 Unit three, lesson Have children discuss what the know about learning skills. Have the children work in pair Each one plan and teach the ot a skill.
Voices of Families Century Communications.	Look at pictures and identify teacher and the learner. p. 34-35 62-63 Children tell the class about art object in their home.
Schools, Families, Neighborhoods Field Publishing Co.	Ask these questions: What are some things you have learned from your brothers an sisters? What are some skills you have taught your brothers and siste Plan to teach the class a skil you have learned. Ex. Play a game Make a model.

	VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
Level One	Identify the problems presented in the pictures. Read and answer the questions on 39-41. Teach p.42 Use the Teachers' Guide p. 69 Unit three, lesson 7. Have children discuss what they know about learning skills. Have the children work in pairs. Each one plan and teach the other a skill.	Have each child make a list of all the people who have helped him learn. Read it to the class and put it in the family book. Was each child able to demonstrate a skill so that it was learned by his partner?
ions.	Look at pictures and identify the teacher and the learner. p. 34-35 62-63 Children tell the class about an art object in their home.	Bring in a small art object from home. Tell what makes it beautiful.
Neighborhoods	Ask these questions: What are some things you have learned from your brothers and sisters? What are some skills you have taught your brothers and sisters? Plan to teach the class a skill you have learned. Ex. Play a game Make a model.	Put the children's pictures about skills on a chart "Skills We Learn At School". As new skills are learned, continue to add to the chart. Can the children name who taught them each skill? Could the children teach a skill to the class?

Grade 1 - Unit III - Cooperation of Family Members.

CONCEPT-ORIENTED SUB-TITLE	
A. Cooperation of family members (continued)	Opener:
3. in developing education and recreateion (continued)	Follow Familie
	Ask the
	Do fami
	How doe
	How doe
	Teach L
	Use Stu
	Tell th some qu
	Have th
	Follow
	Does thi Would a alone? Can you What do gether
	Do you than you
	Go t Play Visi

operation of Family Members.

SUB-TITLE	TEACHING STRATEGIES.
family members (continued)	Opener:
ng education and n (continued)	Follow the lesson plan in the Teachers' Guide Families and Their Needs, pp.122, 123.
	Ask these questions:
	Do families work all the time? Why? Why not?
	How does your family enjoy free time?
	How does your family plan for recreation?
	Teach Lesson 8 S.R.A. Families at Work.
	Use Study Print 34 Schools Families Neighborhoods
	Tell the children to study the picture and think of some questions to ask the class.
	Have the volunteers answer the questions.
	Follow with these questions:
	Does this family look happy? Would any member of the family rather be on a picnic alone? Can you have fun alone? How? What do you think the members of the family did together before they left home? Why?
	Do you know of any families that do different things than your family does, to have fun? What do they do?
	Go to concerts Play golf Visit museums.

Grade 1 Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT.
Families and Their Needs Silver Burdett	
Families at Work SRA Our Working World	Do pages in Activity Book for Lesson 8
	Have some of the children dramatize a family preparing for some recreational activity together.

VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
ls	Make a chart listing places a family can go for <u>Outdoor Fun.</u> church picnics ball games carnivals zoo fair grounds parks sight seeing Skyline Drive visit relatives.
Do pages in Activity Book for Lesson 8	Were the children able to correctly complete the pages in the Activity Book?
ld Have some of the children dramatize a family preparing for some recreational activity together.	Did the children include in their dramatization, a discussion of where they are going, what they will need, and how they will act safely?

CONCEPT-ORIENTED SUB-TITLE	TE
A. Cooperation of Family Members (continued) 3. in developing education and recreation (continued)	Use Short Strip Teachers' Gui Show pictures in Teachers' Guide
	Ask these question Do families in oth things together? (Recall frames 1, Show picture p. 25 Ask these question Is this a family g What are they play Could anyone of the

TITLE	TEACHING STRATEGIES.
ly Members (continued)	Use Short Strip 4 Schools, Families, Neighborhoods Teachers' Guide p. 107
ucation and inued)	Show pictures in turn using discussion questions Teachers' Guide p. 107

Ask these questions:

Do families in other parts of the world also do things together?
(Recall frames 1,4,5, and 8)

Show picture p. 25 in Families and Their Needs

Ask these questions:

Is this a family group? Why not?

What are they playing?

Could anyone of them play it alone? Why?

Grade 1 Unit III

CONTENT & MATERIALS	VARIANTS IN STRATEGIES AND CONTENT.
Schools, Families, Neighborhoods Field Educational Publications Inc. and Teachers' Guide.	Play London Bridge. Let some children jump rope. Ask these questions: Which of these could you do alo Why would it not be fun to play London Bridge alone?
Families and Their Needs Silver Burdett.	Point on the globe to the places where these people live. (Other cultures: Indian Eskimo Japanese Mexican.)

	VARIANTS IN STRATEGIES AND CONTENT.	EVALUATION
nborhoods cations Inc.	Play London Bridge. Let some children jump rope. Ask these questions: Which of these could you do alone? Why would it not be fun to play London Bridge alone?	Can the children name two activities they can do alone? weaving mats building with blocks. Can they name two activities that require more than one person to participate ? playing checkers playing hide and seek.
ds	Point on the globe to the places where these people live. (Other cultures: Indian Eskimo Japanese Mexican.)	Did the children locate on the globe, places in the world where families play together ?

CONCEPT-ORIENTED SUB-TITLE	TEACHING STRATEGIES.
B. Cooperation of Family Members in other cultures (optional) 1. African Family 2. Mexican Family 3. American Samoan Family 4. Japanese Family	Note: Look at these references on African, Mexican, American Samoa, and Japanese. From this material develop your own units similar to the guide. Be on the alert for other references.

Grade 1 Unit III

CONTENT & MATERIAL	VARIANTS IN STRATE AND CONTENT

Children in Other Lands

Allyn & Bacon - Texts, Teachers' Guide and Teachers' Kit

Children in Mexico-Guide p.98-161

Children in American Samoa p.221-251

Children in Japan p. 25-97

Children inEngland p.162-220

SVE Communities Around the World
Group I A 284 SR
How People Live in Kenya

People in W. Africa - Laidlaw
People at Home p. 66-83

Fun Around the World
Silver Burdett

Work Around the World
Silver Burdett

Earth, Home of People
Silver Burdett- Set of Pictures.

Content:
Children's Books

Boy of the Masai
Donna N. Dodd, Mea

The Jungle
H. Borten Harcou

SVE: Multi Media
Africa record,fil

VARIANTS IN STRATEGIES AND CONTENT	EVALUATION

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orld

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Content:
Children's Books

Boy of the Masai
Donna N. Dodd, Mead 1964

The Jungle
H. Borten Harcourt,Brace & World

SVE: Multi Media Kit M-39
Africa record,filmstrip and pictures.

tures.